DOCUMENT RESUME

ED 098 596 CS 201 685

TITLE	How to Read Your Newspaper.
INSTITUTION	Hawaii Newspaper Agency, Inc., Honolulu.
PUB DATE	[73]
NOTE	40p.
AVAILABLE FROM	Hawaii Newspaper Agency, 605 Kapiolani Boulevard, P.O. Box 3350, Honolulu, Hawaii 96801 (write for price)
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Class Activities; Content Analysis; Elementary Secondary Education; Instructional Materials; Language Arts; Language Development; *Newspapers; *Reading Skills; *Teaching Guides

ABSTRACT

One of a series prepared by the Hawaii Newspaper Agency, this teaching guide offers suggestions on how to teach students to read the newspaper. The booklet presents a rationale for teaching students to read the newspaper, stresses the importance of creating the right classroom environment for teaching students to read the newspaper, defines what is news and what a newspaper should accomplish, discusses the kinds of information that different audiences seek from a newspaper, explains what goes into the different sections of the newspaper, points out the difference between news and editorial comment, details the different kinds of writing found in newspapers, and explains the different types of advertising. (RB)

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How To Read Your Newspaper

An educational project of the
Hawaii Newspaper Agency, Inc.

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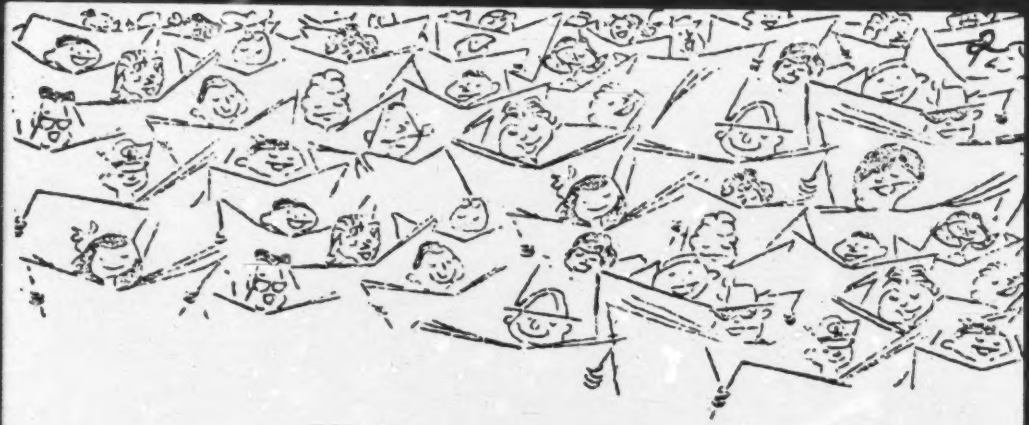
The Newspaper in Society

The newspaper is an integral and influential part of society. You cannot teach your students to read it in a two-week course given once in their twelve years of schooling.

The newspaper should be a daily tool in all classes, available to students all the time....to explore sometimes as they wish, sometimes at your direction.....always to improve their own knowledge and understanding of the world and to learn to make decisions important to that world.

This booklet will help you show your students the newspaper as a whole.....as a reflection of society and the people who make up that society. It will show you the rules by which a newspaper operates and is put together; it will establish the relationship between news and advertising; it will introduce you to the people who put out the paper and the pressures under which they work.

It does not include everything there is to know about a newspaper. It's simply a basic introduction to make better use of your paper, through a better understanding of how to read it.



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Most people acknowledge as a sort of fundamental truth that everyone should read a daily newspaper fairly regularly throughout his life. Yet we make little effort in schools to teach our future citizens how to do this.

We help them to understand books -- the arrangement of chapters, the value of an index, the way a story builds to a climax. We do this so that the student will more thoroughly enjoy his recreational reading -- and we should.

We should also teach him how to make the most of the one "text" he will continue to read when he gets through school. At the end of high school, or before, most students thankfully put aside the textbooks they have been required to use for the last many years. The newspaper stays with them, however, and will be referred to constantly throughout their lives -- even if only to follow sports or to find out the best place to buy coffee.

In fact, the newspaper will be one of the greatest influences in the life of each student. Something like 84 per cent of all the reading done by adults who do not go to college is done in the newspaper. For college graduates, the percentage of total reading declines because of more reading of other types of material but the actual amount of reading in the newspaper increases.

If the newspaper is going to be a major influence in the lives of future adults, then surely it is imperative that we teach them to evaluate what they read, to understand attribution, to read the news as impartially as they expect the reporters to write it.

Famous men throughout the ages have acknowledged the need for and power of a free press. Napoleon understood the power of the printed word when he called the alphabet the "twenty-six lead soldiers."

Thomas Jefferson's statement is probably the best known:

> *"Were it left for me to decide whether we should have government without newspapers or newspapers without government, I should not hesitate a minute to prefer the latter. But I should mean that every man should receive those papers and be capable of reading them."*

"Be capable of reading them" is the key.

Why Read the Newspaper?

The answer appears obvious.

* To keep informed about the community and the nation in which we live.

* To know what to buy where and how much to pay for it.

* To learn the opinion of professional newsmen on controversial and current topics.

* To be entertained - by the comics, the horoscope and other non-news features.

But that isn't all. We should be reading the newspapers, also, in order to learn how to make judgments, to analyze what we read and draw our own conclusions.

For too long we have taught students what to think about rather than how to think. We must start teaching them to be critical of what they read - to sift and weigh and make up their own minds.

It is the exceptional teacher who teaches youngsters to read critically. The long-standing practice of handing out textbooks, requiring the students to go through them page-by-page, with neither teacher nor student questioning what is written on them is not likely to lead to critical thinking.

Somehow, we have let ourselves believe that the social studies text for the ninth grade contains everything a ninth grade student needs to know about social studies. But maybe it doesn't.

Maybe it was written by a man with many biases. We rarely teach the student to find out about the author - to question his scholarship, his information and his conclusions.

The need to do this is obvious to anyone who has taught the same historical event in two different countries. The Revolutionary War, for example, taught in England is just not the same war as that taught in America. Why? Because the event means different things to different people. Neither is right but neither is completely wrong either.

Newspapers have always been fairer game for criticism than standard school textbooks -- and that automatically makes them better texts for use in classrooms. But there's no point in being critical just for the sake of being critical. To be impartial in their judgments, the students must understand what makes up a good newspaper, its role in the community, the pressures under which news is gathered and edited and how to read the newspaper after they get it.

The temptation with teachers is to assume that, because most children see newspapers at home every day, they know how to read them. This is not the case. Many teachers rush through any work with the newspaper in a way they would never think of using on a standard textbook. As a result, the paper continues to be, to a great many students, simply a lot of pages put together for adults. They never learn the fun of exploring and the excitement of finding out how much is in it for them.

Reading a newspaper is nothing like reading a book. The only similarity is in the number of words a large daily contains -- about the same as a fair-sized novel.

A book is written all in the same style to be read in the same way by people reading for the same kind of reasons. For example, the detective story is written for the escapist. The style doesn't change from chapter to chapter or even from book to book as far as development of the story is concerned.

But the newspaper is written for a wide variety of audiences. It's written for people who like sports; who only read the comics; who want to know who is divorcing whom; who follow the stock market reports; who want to know in a hurry the really important things that have happened in Hawaii in the last twenty-four hours.

It's also written for people who want to be informed but don't have much reading time; for people who have plenty of time and demand everything in depth; for people who cannot comfortably begin their day until they know what the stars say; for people who must outfit a family for school on a limited budget and need to know where clothes cost least.

Written for all kinds of people, it's also written by all kinds of people. They have, however, one thing in common -- they are all professionals who do their best, in the reporting of news, to keep their own likes and dislikes in the background.

Because they are experts in both merchandising and psychology, they know that their product must be both attractive and easy to understand. So they have developed a whole series of techniques which are all part of standard operating procedure for putting out a newspaper but which makes it very easy for anyone to be well-informed even if he has less time than he needs for reading.

Creating the Right Environment

Before we show you how to get maximum mileage and enjoyment out of the daily paper, let's talk about what you should do as an introduction to this task.

Your first job is to create an environment in which learning about the newspaper will be fun. This should be an easy task. Putting out a newspaper is an exciting business. If you know a little about it yourself, you can make it exciting for your students.

Here are some things for you to consider:

1. Find out enough about the newspaper so that you can answer or find answers to questions you will be asked. The Hawaii Newspaper Agency's education department can be tremendously helpful to you here. The Agency conducts workshops for teachers but the individual help of the education consultant is also available for the asking.

   The Agency's Idea Kit and other printed material developed by teachers will be an invaluable introduction to the paper for you. A plant tour (for you, not yet for your students), arranged through the education office, will help you know your newspaper before you begin.

2. Collect as many papers as you can from the community. These might include, besides the dailies, suburban papers, house organs, foreign language papers, school newspapers, church publications. Make a bulletin board display. Have students research the various uses of these publications and discuss them in class.

3. Make a bulletin board display using various sections of your daily paper - the front page, an editorial page, women's page, sports page and so on. An excellent kick-off activity is to have committees of students working on this. At the same time make a display showing newspaper terminology.

4. Collect newspapers from other parts of the country. You can get a single copy of almost any paper by requesting it from the managing editor. You might like to take a date in the future when you know something of national importance will happen (such as a moon landing) and ask for a copy for that particular date. Comparing papers is an excellent exercise in critical analysis.

5. Discuss with your class over several periods the concept of freedom of the press and the responsibilities the press assumes along with its freedom. You might like to have a speaker from the newspaper or have committees make reports or study instances of repression of the press and the consequences. The possibilities are limitless and exciting.

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6. Arrange for papers for each member of your class. This is especially important for disadvantaged youngsters to whom pride of ownership will mean a great deal. You wouldn't expect a student to study literature without the necessary book or books; similarly, your students cannot learn to read a newspaper without a copy of the paper each day.

What is News?

What is news? How does a reporter know what to write about?

These are questions frequently asked by students. They are easy questions to answer.

Tell them that every time they go home from school agog with something that happened and tell their parents about it, they are being reporters. They are also being very good reporters for the chances are that they report the most important thing first. Tell them that every time they tell their best friend about something exciting or interesting or unusual that happened to them they are being reporters.

Relate their own stories to the way a news story is reported - most important facts at the top.

Set up a situation where something unusual happens in front of the class. Have the students write or talk about what they saw. When they compare descriptions, they will see very clearly that different people see the same situation differently. This is an excellent lesson in observation and accuracy.

Relate this also to newspaper reporting by examining the same story in different newspapers and deciding how and why they differ.

Let's Sort Out the Information

To young students or slow readers, the newspaper may look like a jumble of information too difficult to untangle. Untangling may be your first job. It will be an easy job because there is nothing haphazard about the way a newspaper is put together.

The first thing you must do is to show your students that the newspaper has four main functions: to provide information; to provide opinion; to serve as a market place; to entertain.

Have them make up bulletin boards or notebooks to illustrate these purposes.

Have them list all the different kinds of information they can find in the paper and, if they are advanced enough, classify them under headings they have decided upon. Some will classify the news under local, national or international; some under adults or children; some under men or women. It doesn't matter which they choose. The important thing is that they are picking out information and seeing that it forms a more or less orderly pattern.

The audiences of the particular paper will determine what the paper covers. The audience of a small-town weekly has completely different interests from the audience of a metropolitan daily. If you have a variety of papers in your classroom, collected before the start of the unit, you won't have any trouble making this apparent to the students.

A weekly paper in a small community generally concentrates on detailed news of people and events in the community. A local wedding will probably get a long write-up complete with all details. The same wedding will rate a much smaller space in a daily because there is so much other news to cover and because the proportion of interested readers is less.

The audiences of a metropolitan daily include:

* People who want facts.
* People who want pro and con opinions.
* People who want to know the best place to shop for a particular item.
* People who want details about products.
* People who want to be entertained.
* People who want to know what's playing at the movies and what each movie is about.
* People who are only interested in sports.
* People who want to find new jobs or buy second-hand cars or give away puppies.

And so on.

In other words, newspapermen are very much aware that their product must contain something for everyone. They are also aware that few people have either the time or the desire to read everything in the paper everyday. Therefore, the newspaper package must be attractive enough to entice readers and its contents must be of sufficient variety to be indispensable to many people with many different interests.

Let's Examine the Product

It is essential that you examine the paper page by page and section by section with your students. Again, don't assume their knowledge great simply because the paper arrives on the family doorstep every morning.

The most important and usually the most exciting news is on the front page. As there are far more stories than there is space for them on the front page, those not selected for the front page go on inside pages. Some front page stories only start there and continue on inside pages. This is called "jumping" a story.

The front page will contain both local and wire stories. Local stories carry no datelines but wire stories do. A dateline often does not have the date but simply the place of origin. The date is dropped by many papers because transmission of news today is almost instantaneous and it is assumed that all stories were written on the date of publication. Similarly, either local, national or international photos may be on the front page, depending on the importance of the event.

Wire service news is scattered through the paper, its placement depending on its importance and timeliness. Many newspapers have a wire service page where the most important news of the world other than that on the front page is run.

There is a section of the paper which is not news at all -- the editorial pages. Two categories of opinion appear on these pages -- the opinions of the newspaper as presented by the editor and his staff, including the editorial cartoonist; and the opinions of readers in letters-to-editor. Letters-to-the-editor provide a valuable forum for the public on issues of the day or on the paper itself. The newspaper also buys syndicated columnists who present a wide range of viewpoints.

The sports section occupies its own place in the paper, as does the women's section. Once a week, Hawaii newspapers carry a special food section, always on the same day. This is loaded with food advertising and also with recipes for using the food advertised.

The classified advertisements are always in the same place, while display advertising appears throughout the paper. Some advertisers may request and receive the same space on the same page week after week.

Ads are important to the reader, to the store, and to the newspaper. The most important item for one reader on a particular day may not be the headline on the front page but the price of jeans at Sears, Roebuck.

Revenue from advertising accounts for 75 per cent of the total revenue of the newspaper. A balance of about 65 per cent advertising to 35 per cent news keeps the paper economically sound. Economic security is important to freedom of the press. Without it, the newspaper might be subjected to pressure on news content by an advertiser wanting to keep something out of or get something into the news columns.

Now let's go back and look at the paper in more detail.

A newspaper has two basic parts -- editorial content and advertising. Editorial content means anything which is not advertising. The editor is responsible for all editorial content, part of which is the editorial page on which the policy of the paper is set forth.

News space is never for sale; advertising space is always for sale. If an advertisement looks like a story, it is carefully labelled as an ad so there shall be no mistake in interpretation. Money spent by a client on advertising does not assure him any special consideration in the newsroom. The news staff looks very much askance at any advertiser who tries to use the influence of his money to get anything in or keep anything out of the news columns.

The news staff of a good newspaper jealously guards its right to judge all stories on their news value -- and nothing else.

Within the editorial content of the paper, there are also two main categories -- fact and opinion. The factual reporting of events fills the news columns; the opinions of the newspaper and its readers go on the editorial page.

Reporters strive to look at events they are covering as accurately and impartially as possible. They are, however, human beings with the same likes and dislikes as those they write for. They acknowledge this and try to overcome it but it is inevitable that some of their likes and dislikes occasionally show through their copy.

The reporter makes a subjective judgment every time he write a lead to a story; every time he decides what should be included and what should be left out. This he must do -- both for space and for readability. His copy is, however, checked by others before it appears in the paper.

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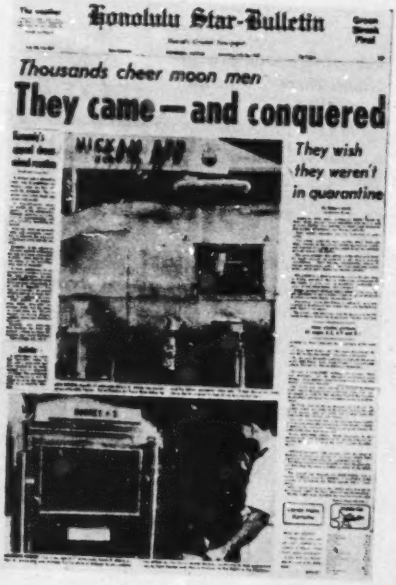
More and more interpretive reporting is appearing in newspapers, necessitated somewhat by the fact that radio and television get the big news first. Quite apart from this, however, it makes a great deal of sense to use the background knowledge of the reporter. A man who has covered one particular beat (or news area) for any length of time knows more about it than his readers or even his editors. His interpretation of events in the light of what he knows is invaluable to the reader entering the situation for the first time.


Honolulu Star-Bulletin

Thousands cheer moon men

They came—and conquered

They wish they weren't in quarantine

The Honolulu Advertiser

Hope in The Sea

The Stamp of Hunger . . .

. . . And Hawaii's Needs

3rd Phase in Vietnam

Asian Alliance to Keep Peace?

Letters

Sorting Out Editorial Content

There are many ways to help students sort out information.

1. *Location:* Each newspaper has an index, usually in the same place every day. Many regular features are in the same place every day, also. Editors know that readers like to feel familiar with their newspaper. They also like to be able to find things quickly. Even without an index, long-time readers of a particular newspaper easily locate their favorite features. For example, newspapers often have a telegraph page for wire news not included on the front page. Some papers have a "second front page" to give more prominence to important news which, because of space, cannot be included on the front page. The comics are invariably in the back section. There is a pattern to the presentation of news which the student can easily learn simply through regular use of the newspaper.

2. *Kinds of News:* News can be categorized in many ways. The easiest is probably as local, national and international. But it could also be under such areas as police, education, business, politics, sports and so on. Or what men like and what women like. Or what can be read fast - such as a human interest story - and what must be read slowly - such as an editorial.

   Because the paper is written for all kinds of people, the breakdown is endless.

   A convenient and perhaps somewhat unusual way to look at news is in these three categories: things that the editors know are going to happen; things that are unexpected; and things that a good reporter has to dig out.

a. *Repeating News:* Every month of every year some of the same events repeat themselves. Coverage of these is planned ahead of time. Every year the Legislature meets and goes through a certain pattern with bills; every year a Narcissus Queen is chosen; schools close and reopen; National Merit scholars are chosen; the Governor meets dignitaries at the airport. Patterns are developed in the news room for the most efficient coverage of these and similar events.

b. *Unexpected News:* This is the "hot" news - the kind that erupts without warning. In this category are fires and accidents, bank robberies and police raids, the assassination of a national or local leader, earthquakes and landslides. It is the unexpected that frequently makes the headlines because it is the most exciting and unusual.

As Charles Dana, a last century editor said:

"When a dog bites a man that is not news; but when a man bites a dog, that is news."

When a big story breaks close to deadline, it is not uncommon for every available reporter to be assigned to help gather the material and write the story. This means that, to all intents and purposes, some of the other news stops.

A good example is the day President John F. Kennedy was killed. All over the country, reporters would have been assigned to specific tasks for that day or be writing stories to appear at some future date. In Honolulu, where report of the assassination came just half an hour before the first edition deadline of the Star-Bulletin, the major portion of the reportorial staff was pulled off whatever it was doing in order to help write all the stories appropriate and necessary to the day. The breaking of a big story not only pushes other things off the front page but frequently right out of the paper.

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The reporting of unexpected news answers a question frequently asked by students: How long does a reporter have to write a story? And the only answer is that he has whatever time there is. If a story breaks fifteen minutes before deadline, he has fifteen minutes to get as much information as he can and put it together into a story; if the story breaks two hours before deadline, he has two hours.

c. *The news that must be dug out:* This is often the most important news in the paper and it is also often government news. Private individuals have the right not to talk to newspapers but public institutions and government agencies do not have this right.

George Chaplin, editor of the Honolulu Advertiser, has said that "freedom of the press is less the right of the newspaper to print than it is the right of the citizen to read." It is this right to read which the newspaper is preserving when it digs out of government agencies material important to the citizens.

Government agencies at all levels are happy to give out information and hold news conference about things that will bring credit to themselves. But things also go on about which they'd much rather not talk. Frequently, this has to do with spending the taxpayer's money. It takes a good, agressive, conscientious reporter to get

at the facts and, in doing so, he becomes an ombudsman for the community, watching out for the private citizen in his dealings with government.

This is one of the most important functions of the newspaper - to throw a strong light on government and report what it sees. It is not a function which necessarily makes the newspaper very popular.

Winston Churchill said:

> *"I am always in favor of the free press but sometimes they say quite nasty things."*

3. *Who gathers the news?* News comes to a newspaper in many ways but never through a crystal ball. The frequent cry of a proud parent that a report of his son's brave action didn't get in the paper simply means that no-one told the paper anything about it.

Most of the news in the paper comes from reporters whose job it is to gather news in their own particular beats and to write about what they know.

Generally, there are three kinds of reporters. The beat reporter is assigned to a particular area where news occurs and it's his job to develop his sources so well that he doesn't miss any of the news. Beats include politics, education, city hall, labor, aviation, science and so on.

There are also general assignment reporters. These are jacks-of-all-trades who can be and are sent on any assignment, frequently without warning. They have no set beat and may cover the arrival of a queen one day and the hold-up of a bank the next.

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"Hey, chief! How do you spell 'Cambodiaization'?"

Rewritemen are reporters who don't go to the scene of a story but nevertheless help write it. They take information over the telephone from a reporter or reporters at the scene and put the information together into a story. When, for instance, a bank robbery occurs and there are several reporters on the scene, they might call information to the rewriteman who'd put all the bits and pieces together and come up with a story. Rewritemen are usually very fast and accurate writers.

The majority of news comes from reporters on their own beats.

The rest comes into the newsroom in a variety of ways. People who like the paper or an individual on the paper call in with news tips;

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reporters and editors read other newspapers and magazines for information about their particular area; public relations representatives of firms and government agencies send in publicity releases (called handouts by newsmen); people talk about events at social gatherings and the alert reporter recognizes a potential story which he may pursue later.

All information is checked thoroughly by the reporter. What sounded like a great story at a cocktail party may check out to be nothing but a rumor. On the other hand, if it were not checked out, the reporter and the paper might have missed an important story.

But, no matter what the story or where it originated, it began with a man or woman reporter writing it.

At this point, let's look at who's who in editorial world.

The *publisher* is the chief executive of the newspaper. He may be the owner or he may be a representative of the owners. He is in charge of the total newspaper operation and represents the newspaper in the community.

The *editor* is responsible for the total editorial content of the paper. He and a staff of writers plan, write and make-up the editorial page. He is responsible for expressing the editorial opinion of the paper on subjects of concern to the community.

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The *managing editor* is the editor's chief-of-staff. He hires and fires and makes innumerable production decisions throughout the working day. His job could be summarized as seeing that every day when you get your newspaper the package is complete.

The *city editor* is in charge of the majority of the reporters and is concerned with gathering the news of the community. He assigns reporters and photographers; decides the kind of coverage to be given the various stories; reads, with his assistants, all the copy turned in by his reporters; is responsible, in short, for getting all the news of the community faster and more accurately than the opposition gets it -- and with more style.

The *telegraph editor* reads all wire news and decides what to use and what not to use.

The *news editor* decides what goes where in the paper, particularly on the front page. He must know what is going on both locally and nationally so that he can make the best selection from the copy available. He also decides on the size of photographs to go with the stories or to stand alone.

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On some days, there is no question as to which is the banner story. On others, there might be some debate. Selection cannot be left to several people all of whom might make different decisions. The job of making the decision is the news editor's. He seldom has any problem filling the paper. More stories come into the city room every day than can possibly be used. The ever-present problem is how to shorten them without losing essential facts.

This is a good place to mention the placement of stories. We saw how a big news event may force something off the front page or out of the paper. The importance of a news story is not judged against a similar story which ran some time previously but is judged against whatever other news there is that day. The story of Edward Kennedy driving off a bridge would have had even greater play than it received if it had not happened when the attention of the world was fastened on the first moon walk. An accident involving several cars might get on page one on one particular slow news day but it might not even get in the paper on some other day.

The *sports editor* has his own department with men working for him -- how many depends on the size of the paper. They write only sports stories and, unless they are covering a sports event of more than routine interest, their stories seldom get on page one.

The *women's editor* has women reporters working for her and they cover weddings, engagements, parties and other news of interest to women.

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Photographers take pictures to go with stories or to stand alone with captions. Reporters write the stories and photographers take the pictures. The photographer may either go with the reporter on an assignment or take his pictures independently. Some large newspapers have picture editors who dream up, assign, screen and select pictures.

Newspapers also employ *columnists*, chosen for a particular style of writing, to round out the content of the newspaper. They are more or less free agents, choosing their own material but responsible to the managing editor.

The *editorial cartoonist* expresses the opinion of the paper through his drawings on the editorial page. They relate directly to a current story or editorial.

Copy boys are essential in any moderately large city room. They have a multitude of duties - sorting mail, making pick-ups and deliveries both inside and outside the plant, checking comic strips to make sure they appear on the right day.

Someone once said, probably with more truth than fiction, that the managing editor can take an afternoon off to play golf with a visiting fireman and no-one really misses him but let the copy boy be absent for a day and chaos is likely to ensue in the city room.

The Writing in a Newspaper

A newspaper, as we have seen, must please a great many people with a great many different interests if it is to be read. It must be read in order for the newspaper to remain in business. But, as well as being a business enterprise, the newspaper is also a public trust. It must provide information people want to know; it must also provide information that people need to know.

Because its audiences vary so much, its writing must also vary. What appeals to some will not be read by others. Sports writing is completely different from the writing that goes into the women's page; it is also different from much of the straight news writing that appears on the front page.

Examining the different kinds of writing in a newspaper will help the student sort out information. It will also help him to consider whom he is writing for whenever he sits down to write.

A. *News Writing:* News stories are written in what is called the inverted pyramid style. This simply means that the most important facts - the who, what, when, where and why of the story - are at the top. The further into the story the reader gets the less important are the details. There are two reasons for this: a reader can get the basic information in a hurry and then read more if he wants; many stories have to be cut down in size (we call it trimmed) when they get into the composing room and have been set in type. The make-up man knows nothing about the story, the type is upside-down and he'd find it hard to read even if he had the time.

So he trims from the bottom by throwing away some of the story. He knows that the main points are at the top so he's not damaging the story very much by throwing away some of the less important details.

The inverted pyramid is an easy style for students to follow. It's the same way they tell a story themselves though they seldom write it that way.

A news story, as we noted earlier, should not contain opinion; it may, however, contain interpretation.

B. *Editorials*: Editorials are simply little essays. They state a premise, examine the alternatives and draw a conclusion. They cannot be trimmed from the bottom. They are written for people with the time and the desire to explore an issue thoroughly. They should not be read hurriedly. Editorial cartoons and letters-to-the-editor are also expressions of opinion. The letters-to-the-editor give a permanent record of the readers' reactions to community events or to the position of the newspaper. They become the newspaper's feedback from the community.

Many papers also carry syndicated columnists on the editorial page. They give the reader a broad range of opinions. They are chosen by the editors because of their competence both as writers and as observers.

C. *Feature Stories*: These are stories with an unusual twist - an examination of how hippies live; the story of a family of five daughters who finally had a son; an interview with a very old man. They may be, but are not necessarily, written in the inverted pyramid style.

D. *Columns:* Columns may and do cover everything from the serious to the inconsequential. Columnists have their own followings of readers who like what they write or how they write it.

A column such as Kokua Line in the Star-Bulletin helps people solve problems by acting as a go-between with various agencies; a column such as Eddie Sherman's in the Advertiser will attract show business fans; a column on bowling will be of no interest to those who prefer to play golf.

E. *Features:* Features such as the crossword puzzle, the horoscope, the comics are in the paper for fun. They are important because people like to be entertained. A newspaper which has inadvertently left its regular horoscope feature out of one edition learns immediately from the phone calls how important readers consider it.

F. *Sports Stories:* The vocabulary for sports stories is in a class alone. Each sport has its own vocabulary and some of the vocabulary constitutes an unusual usage of common words. To get students to see the difference, take five or six sports headlines and five or six front page headlines. Examine the former for figurative and unusual language; then see if the front page heads are similar or different.

G. *Women's Stories:* The women's section also uses a different style of writing, especially in accounts of weddings, teas, showers and so on. A white dress for the bride is not enough; there must be a profusion of adjectives and adverbs because the audience wants every single detail.

Some Things to Remember

* A good newspaper tries hard not to make mistakes and will correct those it does make. Do not confuse what is wrong with what you don't like. People involved in stories sometimes don't like the way they are reported. This may be because they are not able to look at the situation as objectively as a reporter can. A newspaper reader should be just as impartial in his reading as he expects the reporter to be in his writing. This is often difficult.

* The paper's editorial position on a person or a situation will not affect the coverage given that person or situation in the news columns. A flamboyant, newsmaking candidate for office may be opposed editorially by a newspaper but he will be given all the news space he deserves, just the same. Because he is flamboyant, he will probably rate more inches in the news than his opponent whom the paper supports.

* Be sure you understand attribution. The reporting of a particular position as stated by someone in the news does not make this the position of the newspaper. The paper simply reports the news; it does not make it.

* Newspaper editors often walk a tight line on what to put in the paper and what to leave out. They know, for instance, that the reporting of campus disturbances may lead to more violence by leaders who like to see the disruption they cause. But, when this is weighed against the right of the people to know what is going on, the latter must win out. Newspapers no longer have to print sensational news to sell papers--

though this is the accusation of many. Home delivered papers are paid for in advance and home deliveries make up about 85 per cent of all papers sold in Hawaii. The charge of writing about "bad" news to sell newspapers doesn't hold water.

* There is much public record material a newspaper prints. It's open to everyone, not just the press. This material includes births, deaths, divorces, marriages, and so on. Some people don't like their divorces listed in the paper; others think it makes it easier to explain their changed situation to friends.

* The daily newspaper is written, edited and put together at high speed under constant pressures of deadlines. Decisions must sometimes be made on not enough information. Stories must be written and photographs processed and selected in an atmosphere of "controlled chaos." The wonder is not that the paper has a few mistakes in typing or in judgment sometimes but that the paper ever gets out at all. It's a highly complex operation by a team of highly trained individuals.

Hotel Won't Open Until 15th of July

We opened the Ala Moana Hotel a month early.

The hotel will open 540 of its 1,300 rooms on July 15.

Yesterday, the Star-Bulletin made an error in saying the rooms would be ready for occupancy June 15.

Don't try to get a room there until July 15.

Advertising

"A glance over the advertising columns of a large paper shows reflected -- as it were in a mirror -- the whole of the active life of the people."

Advertising is the reason papers cost so little. If a subscriber had to pay for the total cost of publishing a newspaper, he would find the cost of his paper prohibitive.

The advertiser buys the white space on which to have his message printed and thereby supplies money for the operation of the paper. The ten cents the subscriber pays frequently covers only the cost of the newsprint on which the paper is printed. It does not cover talent, time, ink, equipment.

Each day, the size of the paper is determined by the amount of advertising.

Blueprints of each page (called dummies) go to the managing editor and, from him, to the appropriate page editors each day. The advertising department has already blocked in the ads and has marked each page with the appropriate number and section (see next page). Around the ads goes the news. The diagram which follow show the ads and the news dummied on separate sheets. In practice, only one sheet is used for each page of the paper. Ads go in first; news follows. The dummies become the blueprints for the men in the composing room who prepare the pages for printing.

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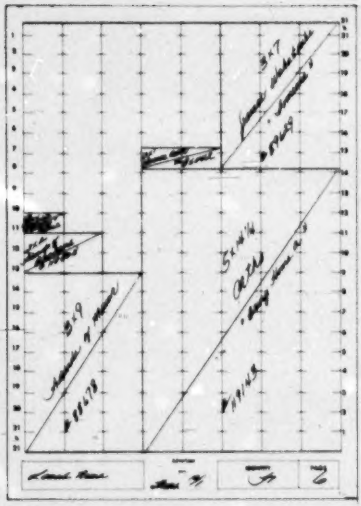

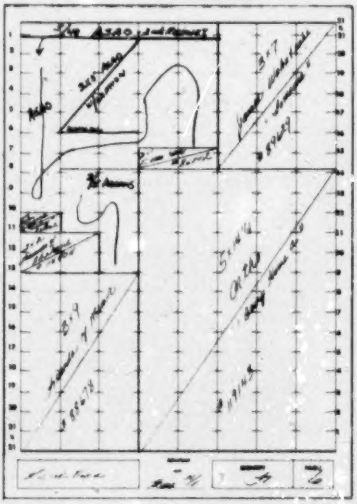

If there were no advertising at all for a particular day, a newspaper would still print a minimum number of pages. Also, when a big story breaks, such as a devastating tidal wave, the managing editor will add pages without advertising just to give the readers all the news. The emphasis is on news. News, as one managing editor said, is the name of the game.

If you look carefully at the advertisements throughout any issue of the newspaper, you will see a general format in the way they are laid out on a page. The ads run down the sides of the pages with less and less as you get closer to the inside bottom of the page. You will find a rough triangle of advertising on each page.

This insures that there will be reading matter adjoining each ad. Advertisers like this as they feel that someone reading a news column will look at an ad adjacent to it.

Kinds of Advertising

There are, generally, two kinds of advertising - classified and display.

Classified ads are the small market place of the newspaper. They provide a service which is not duplicated anywhere, either in variety or in results.

Classifieds are expensive if you calculate that you are paying for each word. But they are very inexpensive in reality for they almost invariably do what the advertiser wants. They sell pets and buy second-hand bicycles and rent houses and find jobs for people and people for jobs. A classified ad is an extremely dependable way to advertise.

Most classified ads come in over the telephone. In large newspapers, there will be phone rooms manned by women who take and advise about classified ads to customers. They know all the abbreviations so that the customer can get more words into a line. They also become experts in prices for various commodities.

A woman, for instance, who has specialized in taking real estate ads, knows a great deal about what one can sell or buy for how much before very long. She can be extremely helpful to the customer who only has a vague idea what he can get for a particular house in a particular area.

Classified ads offer a huge variety of materials and services to the ordinary "little man" in the community. They are almost always in the back section of the paper though some foreign newspapers run classifieds on the front page and on subsequent pages. Usually (especially on a large newspaper) the ads are indexed by sections for ease in finding what the reader wants.

The second category - display advertising - can itself be broken down into two categories. These are retail advertising and national advertising.

Retail advertising entices a customer into a particular store. The majority of display advertising carried by a daily will be retail advertising. Examples, of course, are the food stores, Sears, Penneys, Long's drugstore and every other business with materials or services to sell.

National advertising, on the other hand, simply advertises a product nationally known or locally manufactured which may be available in a dozen or more different stores. Milk, bread, cigarettes, liquors, automobiles are all examples. The national ad does not say, for example, "Come to Foodland and buy Kent cigarettes." It simply says "Buy Kent cigarettes" and where you get them is entirely up to you. The brand is advertised; not the store.

National advertising costs more than retail advertising. Presumably, more stores will benefit from the ad. It becomes a supplement to their own advertising, even though the store is not mentioned by name.

Whatever the advertising is, the aim is the same - to entice people to buy a product. To continue to sell, the product must then live up to the claims made for it in the advertising.

National advertising comes to the newspaper completely ready for the production process which will make it part of the paper. Nothing has to be changed, added or deleted. It has been prepared either at the headquarters of the company running the ad or, more probably, at whatever advertising agency is handling the account.

Regardless of how it prepares its copy, a business will frequently develop a style of advertising easily identified with that business without prominent display of the name.

Some ads contain a great many products. The reader scans them and finds something he needs or cannot resist and goes out and buys it. The ad has been successful.

Or an ad may contain just one item. People looking specifically for that particular thing will read the ad carefully to see if it is what they want. If it is, they go and buy it. The ad is successful. Even if it isn't what they want, they may be tempted to go and look at it and, in the process, decide they like it after all or find something else. Again, the ad has been successful.

Large newspapers have research departments to help their advertising customers. They can tell their clients which month is the best for the sale of lamps or boats or clothing. This is invaluable to successful merchandising.

Most newspapers require that political advertising be paid for in advance. The reasoning is obvious. The winner pays; the loser may not. A study of claims made in political advertising makes an exciting introduction to the study of elections and is a magnificent lesson in the use of persuasive writing.

Newspapers can and do reject advertising. If an ad is suggestive, obscene or violates the standards of the newspapers, the advertising director may reject the ad. A newspaper that prides itself on being a family paper may find it difficult to reconcile some advertising with the standards it has set for itself.

Newspapers supply their customers with rate sheets. Rates vary, however, according to the frequency of one particular ad or a series of ads; to location (an advertisement on the front page is sold at a premium high rate and is not available to all types of business); and to the use of color. Display advertising is purchased by one inch deep. There are 172 column inches to a full page.

Who designs ads?

The men and women who sell advertising are usually qualified to design and write copy for ads. Large newspapers, however, have advertising departments which employ copywriters and artists to write and lay out the advertisements.

In any case, the salesman is qualified to advise his customers about their ads.

There are three major ways in which advertising gets into newspapers.

The first is from the advertising department of the newspaper itself. The advertising department of the Hawaii Newspaper Agency, for example, can do everything for the advertiser from selling him the ad to making sure it gets into the newspaper as he wants it. This includes writing copy, designing the ad, making corrections and providing the paperwork for billing.

The second is through the ad department of a store. Large stores have advertising departments of their own where their ads are designed. The copy is prepared and simply given to the newspaper to be set into type for the paper. This is obviously impossible for the small businessman or the man who advertises infrequently so it is he who makes most use of the paper's own art department.

The third method is through advertising agencies. In Honolulu, most of the banks, for example, employ advertising agencies to decide what goes into the newspapers and to prepare the ads. The agency then supplies the copy to the newspaper and charges the client a percentage of whatever funds he has available for advertising.

An ad, of course, may also be news. The most important item in the paper today for one woman on a tight budget but whose family needs clothes for school may be the price of shoes at J.C. Penney. The immediate problem of outfitting her family is much more pressing to her than a riot on a faraway campus. Or even on a nearby one.

Spread out a newspaper; really look at the ads. You'll find that you can teach your students a great deal about the tastes, living habits, work and recreation of your community. Compare your daily newspaper with other papers throughout the nation and you'll also learn about other communities and how they differ from your own.

Take the news and the ads together and you'll see that your newspaper is a microcosm of national life.

The playwright, Arthur Miller, described a good newspaper as "*a nation talking to itself.*"

If you are able to engender this understanding in your students, the democratic process is assured for a long time into the future.

SUPPOSE ONE DAY THERE WERE NO NEWSPAPERS ANYWHERE.

WHO WON IN THE CH?
WHERE'S ALL THE MOVIES?
WE GET PRICES AND WEATHER KNOWN
WHERE CAN I LOOK FOR A NEW JOB?
WHAT'S THE USE OF HAVING A CAR?
WHY THE GROCERY ADS?
WHERE IS EVERYBODY?
HOW'D THE CHIEF DO?
HOW CAN I FIND OUT WHERE THE LOVE-INS ARE?
SURE MISS THE SOUND OF PEOPLE KICKIN TIRES
WHAT'S IN FASHION?
I'M GOING CRAZY WITHOUT THE GOSSIP COLUMNS
HOW CAN I SELL MY CAR? WHEN ANY OF MY FRIENDS CARE TWO PENNIES

WHEN NEWSPAPERS STOP A LOT OF AMERICA STOPS TOO!

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